DOCUMENT RESUME

ED 172 000 CE 021 878

AUTHOR	Andrews, Glenn; And Others
TITLE	A Demonstrated Prioritization Model for Curriculum Development in Alabama's Vocational-Technical Education System. (Vocational Education Curriculum Operation--Management Plan) Publication No. 4.
INSTITUTION	Auburn Univ., Ala. School of Education.
SPONS AGENCY	Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
NOTE	60p.; Appendix A may not reproduce well due to small print; For a related document see CE 021 876-882
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Agricultural Education; *Curriculum Design; *Curriculum Development; Demonstration Programs; Home Economics Teachers; *Management Systems; *Models; *Needs Assessment; *State Programs; Trade and Industrial Teachers; Vocational Education
IDENTIFIERS	Alabama

ABSTRACT

One aspect of the State/Federally funded project VO-ED COMP (Vocational Education Curriculum Operation-Management Plan carried out in Alabama during 1978) was the determination of priorities for curricular development and management functions in Alabama's vocational technical education programs. A needs assessment study was made at the 1978 secondary and postsecondary vocational work conferences. An instrument was developed, trial tested and administered during the registration at each conference. Respondents were primarily vocational teachers in trade and industrial, home economics or agribusiness educaiton. Audiovisuals were in greatest demand, followed by teacher guides and studen materials. Curriculum information most needed were lists of training aids, disadvantaged/handicapped materials and lists of references; curriculum services most needed were help with locating instructional materials, inservice workshops (industry- and school-sponsored) and college credit curriculum courses. The researchers called for yearly assesment of needs, broad representation of personnel in needs surveys, broadly-based development of instructional materials to meet diverse needs, increased availability of audiovisuals/student materials/teacher guides, and expansion of availability of the curriculum information and services checked by respondents. Program areas identified as top priority for curriculum development in Alabama included agricultural production, accounting/computing, practical nurse, carpentry, ornamental horticulture, apparel/accessories, drafting, and industrial electricity. (Author/CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED172000

A DEMONSTRATED PRIORITIZATION MODEL FOR CURRICULUM DEVELOPMENT IN ALABAMA'S VOCATIONAL TECHNICAL EDUCATION SYSTEM

PROJECT NO: AL-RD2-A7-029

Publication #4 of
Project VO-ED COMP
(Vocational Education Curriculum Operation--Management Plan)

by

Glenn Andrews
J. Bob Drake
M. J. Iverson
Jim Johndrow
James Kelly
Carl Wyatt

The Department of Vocational and Adult Education
School of Education
Auburn University

in cooperation with

The Division of Vocational Education
Alabama Department of Education

The project of which this report is a part was conducted pursuant to a grant with the Alabama State Department of Education, Division of Vocational Education. Contractors undertaking such projects under State Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official State Department of Education position or policy.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CE 021 878

TABLE OF CONTENTS

	Page
ABSTRACT	iii
FOREWORD	v
INTRODUCTION	1
THE NEEDS ASSESSMENT STUDY	1
Procedures	1
Major Findings	3
Conclusions and Recommendations	8
PRIORITIZATION MODEL FOR CURRICULUM DEVELOPMENT	10
Rationale	10
Development of the Model	11
Results and Conclusions	14
APPENDIX	15
Appendix A: Survey Instrument	16
Appendix B: OE Coded Occupations Occurring Among Respondents	17
Appendix C: Specific Topic Areas Most Needing Curriculum Materials	19
Appendix D: Summaries of Curriculum Information and Services Needs by Service Area, Type of School, Level of School, and Position of Respondents	34
Appendix E: Worksheets for Determining Curriculum Need Priority	39

ABSTRACT

This paper reports one aspect of the State/Federal funded project VO-ED COMP -- Vocational Education Curriculum Operation - Management Plan which was carried out in Alabama during 1978. The objective of this segment of the project was to determine priorities for curricular development and management functions in Alabama's vocational technical education programs.

A needs assessment study was made at the 1978 secondary and post-secondary vocational work conferences. An instrument was developed, trial tested and administered during the registration at each conference. Responses were secured from 1531 individuals; responses were coded and processed by computer. Respondents were primarily vocational teachers (83%) and over three fourths were in T & I, Home Economics or Agribusiness Education. Over one-half were at the secondary level and one-third were post-secondary. Comprehensive high schools and technical colleges each employed one-third of the respondents. Vocational Education experience averaged 8.2 years, related work experience averaged 7.1 years.

Respondents reported no areas for which no curriculum materials were available; however,296 topic areas were listed as needing "some" materials. Audio-visuals were in greatest demand, followed by teacher guides and student materials. Curriculum information most needed were lists of training aids, disadvantaged/handicapped materials and lists of references; curriculum services most needed were help with locating instructional materials, inservice workshops (industry-and school-sponsored) and college credit curriculum courses.

The researchers called for yearly assessment of needs, broad representation of personnel in needs surveys, broadly-based development of instructional materials to meet diverse needs, increased availability of audiovisuals/ student materials/teacher guides, and expansion of availability of the curriculum information and services checked by respondents.

The second part of the report dealt with a prioritization model for vo-tech curriculum development. The model was based on such factors as expressed need, program enrollments, and age of existing materials. Twelve instructional program areas were identified as top priority for curriculum development in Alabama. They were, in order of need: agricultural production, accounting/computing, practical nurse, carpentry, ornamental horticulture, apparel/accessories, drafting, industrial electricity, masonry, radio/television, meat cutter, and plumber/pipe fitting.

FOREWORD

In September, 1977, a contract was negotiated between the Alabama Department of Education and the Auburn University Department of Vocational and Adult Education, the purpose of which was to carry out the Vocational Education Curriculum Operation and Management Plan (VO-ED COMP) project. The primary aims of "VO-ED COMP" were 1) to determine priorities for curriculum development and management functions in Alabama Vo-Tech education programs and 2) to develop a coordinated curriculum development and management plan for Vo-Tech education in Alabama. This report focuses on major objective number 1.

The writers are grateful to a number of people without whose help this publication would not have been possible: Dr. Paul Davis, for computer programming assistance; to a publication review committee, Dr. Richard Baker, Mr. E. L. Dyess, Dr. George Martin, Mr. William Reitz, Dr. Glen Spivey, and Dr. George Stephens; to the Project Steering Committee, Messrs. A. C. Allen, James Beckham, John Blackwell, Bob Boshell, R. O. (Bob) Bugg, E. L. Dyess, Earl Gates, J. Robert Hollis, James Kendrick, Dr. George Martin, Dr. Douglas Patterson, Dr. Prince Preyer, William Reitz, Dr. Cayce Scarborough, Bob Schremser, Dr. George Stephens and Ms. J. Sue Smith and Ms Eleanor Johnston; to the Project Monitor, Dr. Douglas Patterson, and Project Evaluators, Dr. Paul Scott and Mr. Lee Morris, University of Georgia; to Mr. Fred Hill for assistance in editing the manuscripts, and finally to Mrs. Flossi Blake, Mrs. Lorene Burleson, Ms. Sandra Roberts and Ms. Paula Walls for a fine job of word processing.

INTRODUCTION

Resources in education are seldom sufficient to meet every problem. Thus, it is important for priorities to be established so that limited resources can be allocated to areas of greatest need--and where greatest results are possible. Efficiency and effectiveness in vocational curriculum development and management can, like other educational programs, benefit from proper priorities being set.

A number of factors must be considered in prioritization: status of existing materials and materials in progress, needs as expressed by vocational education personnel at all levels, numbers of teachers and programs, and enrollments in the various service areas, and the ever-changing technology involved in most occupations.

The development of the prioritization model for Vocational-Technical education curriculum development is based on the above factors.

THE NEEDS ASSESSMENT STUDY

Procedures

In order to carry out the major enabling objectives, (i.e.--E. to identify Alabama's critical need areas for curriculum information and materials in occupational subjects at all levels; F. to identify the state's critical need areas for curriculum development and curriculum management functions in vocational-technical education; and G. to establish curriculum development and management

priorities through the use of advisory committees. . .), it was decided by the project directors to conduct a study among personnel attending the annual secondary and postsecondary vocational-technical work conferences.

A preliminary instrument was drafted and sent to selected teacher educators, administrators and teachers for their suggestions and reactions. Based on their inputs, the questionnaire was finalized. A copy may be seen in Appendix A.

Project staff were present at registration for each of the conferences. Conferees were given a copy of the survey form during registration and were asked to complete it before going into the opening sessions. Collection containers were provided at the exits to the registration area. Usable responses were received from 1531 individuals, or about one-third of the population from throughout the state. However, not every respondent answered all questions.

It should be noted when reviewing the data that registration was a hectic and sometimes confusing part of each conference, which undoubtedly contributed to the lower response rate, and to missing or inappropriate responses to some questions; however, the project staff observed that many registrants sat down at adjoining tables and took time to study and complete the questionnaire. It was this dedicated and sincere effort that gave the staff confidence in the views expressed by the sample.

At the completion of each conference, the completed surveys were collected, visually checked for usefulness (i.e., if at least one item had been completed) and given individual identification numbers. Responses to the open-ended questions were coded and then were entered in the margins of the respective questionnaires. The forms were keypunched and verified by personnel from the Auburn University computer center who likewise electronically processed the descriptive statistics utilized. Finally, the data were transcribed from

computer printouts to tables found in the next section of this report.

Major Findings

Demographic Profile of the Sample

Questions relating to certain demographic data of the respondents yielded the following information: most of the respondents were vocational teachers, 1271 or 83 per cent. The next largest category was teacher educators with 81 or 5.3 per cent. However, it is likely that some post-secondary technical or related other teachers did not see themselves as "vocational teachers" and marked the "teacher educator" column erroneously. Eighty persons or 5.2 per cent did not indicate their position. Make-up of the sample by positions may be seen in table 1.

TABLE 1
Position of Respondents to the Alabama Survey of Vocational Curriculum Needs

Position	Respondents[a]	
	N	%[b]
Vocational Teacher	1271	83.0
Teacher Educator	81	5.3
Adminstrator	39	2.5
Other	25	1.6
Vocational Counselor	19	1.2
Industrial Arts Instructor	12	0.8
Local Vocational Director	3	0.2
State Supervisor	1	0.1
Not Indicated	80	5.2

[a] N = 1531

[b] Column does not total 100% due to rounding error.

Three fourths of the respondents identified themselves as being in Trade and Industrial Education (40%), Home Economics Education--Consumer/ Occupational (19.8%) or Agribusiness Education (16.9%). The remainder were distributed through six other areas, six percent did not indicate an area. These data may be seen in Table 2.

TABLE 2
Service Area Affiliation of Respondents[a] to the Alabama Survey of Vocational Curriculum Needs

Service Area	Respondents N	%
Trade & Industrial Education	626	40.9
Agribusiness Education	259	16.9
Home Economics-Consumer	206	13.5
Home Economics-Occupational	97	6.3
Business & Office Education	122	8.0
Health Occupations	49	3.2
Other	35	2.3
Distributive Education	20	1.3
Vocational Counseling	17	1.1
Industrial Arts	6	0.4
Not Indicated	94	6.1

[a]N = 1531

In addition to indicating service area, 717 respondents wrote in their specific teaching area. Sixty OE codes were identified: the leading code areas were: OE170302(Auto Mechanic)-63 respondents (8.8%); OE100000 (Related subjects)-47 respondents (6.6%); OE070302 (Practical Nurse)-40 respondents (5.6%); OE172306 (Welder)-37 respondents (5.2%); OE172602 (Cosmetology)-31 respondents (4.3%); and OE010500 (Ornamental Horticulture)-28 respondents (3.9%). Fewer numbers of respondents were distributed among the 54 remaining OE code areas. In 814 cases, respondents did not indicate a specialty area. A complete listing of the OE coded occupations identified is found in Appendix B.

An analysis of the employment level or situation revealed that over one-half were working at the secondary education level, about one-third were operating

at the post-secondary level and small percentages were working with adults, manpower and "other". These figures may be seen in Table 3.

TABLE 3
Employment Level of Respondents[a] to the Alabama Survey of Vocational Curriculum Needs

Level	Respondents N	%
Secondary	806	52.6
Post-secondary	488	31.9
Adult	22	1.4
Manpower	18	1.2
Other	8	0.5
Not indicated	189	12.3

[a]N = 1531

Respondents indicated that they were located primarily at comprehensive high schools (30.9%), technical colleges (31.0%) or area vocational schools (19.4%). The total response may be seen in Table 4.

TABLE 4
Type of Home School Reported by the Respondents[a] to the Alabama Survey of Vocational Curriculum Needs

Type of School	Respondents N	%
Technical College	475	31.0
Comprehensive High School	473	30.9
Area Vocational School	297	19.4
Junior High School	60	3.9
Junior College	52	3.4
Manpower Training Center	15	1.0
Other	11	0.7
College or University	10	0.7
Not Indicated	138	9.0

Respondents reported average vocational education experience of 8.2 years, ranging from 1 to 50 years, and related work experience averaging 7.1 years, and ranging from 1 to 65 years. A summary of years experience in teaching and related work is presented in Table 5.

TABLE 5
Experience Reported by Respondents to the Alabama Survey of Vocational Curriculum Needs

Type of Experience	Number of Respondents					
	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	Over 26 Years
Vocational Education[a]	483	328	207	92	55	96
Related Work[b]	246	256	145	110	62	81

[a]N = 1261
[b]N = 900

Job Titles for Which No Curricular Materials Existed

When asked to identify occupational job titles for which no or only limited curricular materials existed, respondents provided no valid responses. In a few instances comments were made which were more appropriate to other questions on the survey instrument.

Specific Curriculum Materials Needed

When asked to identify specific topic areas where instructional materials were most needed, respondents wrote in 296 different topics. Many respondents wrote in two or more topics--these were labled "need one", "need two", etc. These are listed in detail (including by priority of need) in Appendix C.

Respondents also provided information as to the forms or types of materials needed (whether teacher guides, student materials, audio-visuals

or supplemental reading materials). Audio-visuals were in highest demand while supplemental reading materials were lower rated in terms of total need. A summary of these data is found in Table 6.

TABLE 6
Types of Instructional Materials Needed by Vocational Education Personnel in Alabama

Priority Of Need	Number of Respondents Indicating			
	Teacher Guides	Student Materials	Audio-Visuals	Supplemental Reading
First	471	524	610	317
Second	188	207	214	132
Third	90	98	104	67
Fourth	35	41	43	25
Fifth	13	15	15	9
Total	797	885	986	550

Curriculum Information Needs

Respondents were asked to check a list of aids needed in program planning or designing of courses of study or curriculums. Responses were as follows:

Types of Information Aids	Number of Responses
List of training aids (audio-visuals)	578
Materials on working with disadvantaged/ handicapped students	439
Lists of available references	423
Technical subject matter materials	375
Materials or techniques on attitude development	343
Curriculum planning model or procedure	291
Materials or techniques related to selecting, obtaining, maintaining, and progressing in employment	262
Competency-based curriculum guides (Examples: VTECS, IDECC publications)	242
Employment statistics (manpower data--demand, supply)	186
Occupational analysis of a specific area	181
Aids in avoiding sex bias/sex role stereotyping	124
Other	18

Curriculum Services Needed

A number of curricular services were checked by respondents. In descending order of demand, they are:

Type of Services	Number of Respondents
Help with locating available references, audio-visuals or other materials	486
Industry sponsored out-of-school inservice workshops	433
In-house inservice workshops	334
College credit course(s)	328
Help in establishing and maintaining advisory or craft committees	244
Assistance in curriculum evaluation	197
Assistance in developing pilot or experimental programs	133
Supervisory visit(s) to help install curriculum materials	111
Other	10

Summaries of responses for curriculum information and services, as delineated by service area, type of school, educational level, and position of respondents may be seen in Appendix D.

Conclusions and Recommendations

It can be concluded that:

1. Vocational educators are valid and valuable sources of information on curriculum needs. Vocational-technical personnel are willing to provide the necessary data at their vocational work conferences.
2. Vocational-technical personnel of all service areas, positions, levels and school types are interested in and will cooperate with curriculum needs assessments.
3. Some instructional materials are available for most if not all vocational-technical areas and/or occupational areas.
4. More instructional materials are needed in a broad spectrum of instructional areas. Those listed most frequently, such as

housing (56 responses), are in greatest need currently.

5. Audio-visuals, student materials and teacher guides are in highest demand by vocational-technical personnel; supplemental reading materials are in less demand.
6. Regarding curriculum information, greatest demand is for lists of training aids, materials for working with the disadvantaged/handicapped, lists of references, technical subject matter materials and materials on attitude development are most needed currently.
7. Curriculum services most needed are: listings of materials, inservice workshops (industry and school based), college credit courses, and help with advisory committees.

It can, therefore, be recommended that:

1. Future needs assessment for curriculum development, information and services be made involving vocational personnel at yearly work conferences.
2. A broad representation of service areas, levels, experiences, positions and types of schools be secured in future needs assessments.
3. Instructional material development be equalized so as to meet the needs of the various service areas and levels of education.
4. Efforts be made by curriculum developers to increase availability of teacher guides, student materials and audio-visuals.
5. Curriculum developers expand the availability of lists of available teaching aids, materials for the disadvantaged/handicapped, reference lists, technical subject matter and materials on the affective domain.
6. Curriculum adminstrators expand such services as listings of available material, inservice workshops, credit courses and help with advisory committees.

PRIORITIZATION MODEL FOR CURRICULUM DEVELOPMENT

Rationale

To fulfill that objective of the VO-ED COMP Project dealing with determining a priority ranking for curriculum material needs, a model was developed. (Figure 1) For the model, only such data as were readily available and reasonably current were considered. Thus certain assumptions were necessary. These were:

1. Demographic data used were current and accurate.
2. The "Survey of Needs in Vocation Curriculum Materials and Services" accurately reflected teacher needs.

There is general agreement that vocational curriculum development should give consideration to the opportunities provided by the vocational program. Evans[1] stated, "The earliest and most widely accepted objective of vocational education is to provide a mechanism for meeting the manpower needs of the community." With this in mind, job openings and employment of the U.S.O.E. Code Classification area were considered viable and necessary elements in the model under development. Also, these data were readily available and reasonably current.

Job placement data were discarded from Prioritization model for a number of reasons - the greatest being unreliability.

> According to the Alabama Advisory Council on Vocational Education,[2] low placement rates over a period of several years maybe an indication of one or more weaknesses in the Vocational Program process:

---

[1] Rupert Evans, R. Foundations of Vocational Education, Columbus, Ohio: Charles E. Merrill Publishing Company, 1971, p. 9

[2] Alabama Advisory Council on Vocational Education. Job placement rates for selected vocational education programs in Alabama. Information Series Report Number 4, Auburn, Alabama 1976, p

Figure 1

MODEL FOR DETERMINING CURRICULUM NEED PRIORITY

A	B	C				D			
Line No.	USOE Code	Employment				Job Openings			
		State			Program	State			Program
		No.	%	Rank	No. % Rank	No.	%	Rank	No. % Rank

E				F				G				H
Teachers				Enrollment				Teacher Needs Survey				TOTAL OF RANKS (C-G)
State			Program	State			Program	State			Program	
No.	%	Rank	No. % Rank	No.	%	Rank	No. % Rank	No.	%	Rank	No. % Rank	

I	J						K
RANK OF TOTALS (Col.H)	Status of Materials						Priority Rank (I & J)
	Currently Available	Under Development	2 Years Old	3 Years Old	5 or More Years	None	

(1) oversupply of available workers in the geographical area with same or similar skills as provided by the program, (2) instruction not based on up-to-date requirements, including information, skills and equipment, (3) student enrollment based on space available with no interest or aptitude in the occupation as a vocation, (4) student enrollment based on avocational interest rather than vocational, and/or (5) poor or non-existing job placement functions being carried out by the instructor and other school personnel.

The problem is further complicated by the lack of standards in determining the relatedness of an occupation to the field of work:

> It is relatively easy to know whether a graduate is employed directly in the occupation for which he is trained, but if he is found in another occupation there is a problem deciding whether or not it is related. There is no common or specifications for identifying relatedness and therefore its definition can become very loose indeed.[3]

Enrollment data by USOE code classification, except in the case of cooperative programs, are readily available and reasonably accurate. Even in cooperative programs, if not too much emphasis is placed on numbers, curriculum problem areas can be readily identified. Enrollments were included in the model because the student, ultimtely, is the end product of the vocational program. Certainly, not all enrollments can be equated directly to labor market supply; many go on to higher education in other fields, many have no intention of pursuing a career in the vocational program they were in, and others have no intention or are unable to find gainful employment in any field regardless of the program in which they received their training. However, it can be generally agreed that, given a stable labor market, the relative magnitude of these groups, and others, will remain fairly constant.

Information on teachers, groups by USOE Code area, was also added to the model. To be sure, a case can be made for eliminating this factor since

---

[3] G. B. Leighbody, Vocational Education in America's Schools. Major Issues of the 1970's. New York: Praege Publisher, 1974, p 68.

one can logically argue that data on students and teachers would correlate very highly (.94), making use of both factors unnecessary. However, the difference in the student/teacher ratio among the programs would give unfair advantage to those programs with high student/teacher ratios (e.g., AG-99:1, Home Ec. 101:1, T & I 42:1, DE 49:1, BOE 57:1, HOE 55:1). Teachers were included to compensate for this inequity.

Since the purpose of the study was the determination of teacher needs, the "Survey of Needs..." (Teacher Needs Survey) data were included as a factor in the model.

Development of the Model

A state-wide ranking was calculated for Employment, Job Openings, Teachers, Enrollment and results of the Needs Survey, all arranged by USOE Code Classification. If only taken in this way, the larger programs would have had predominance over new and emerging programs. For this reason it was decided to also rank by USOE Classification Code within each program.

The two rankings for each data column (column C through G) were added to get a total of ranks for each USOE Classification Code. (Column H.) These rank totals were then ranked. (Column I.) At this point other factors influencing the curriculum priority had to be considered, that is the status of available curriculum material (Column J.) In most cases this will change the ranking of the totals since, should the ranking of totals designate an area that has curriculum materials currently available, one would go down the list to the next highest rank for an area where materials are outdated or non-existent. This latter area would then receive the priority rank of "one."

Results and Conclusions

Total rankings, as calculated and ranked, appear to discriminate extremely well--particularly in the first quartile where, logically, funding will likely be expended. The rankings of the first quartile are as follows:

Priority Rank	USOE Code Area	Instructional Program
1	01 01 0C 00 00	Agricultural Production
2	14 01 00 00 00	Accounting and Computing
3	07 03 02 00 00	Practical Nurse
4	17 10 01 00 00	Carpentry
5	01 05 00 00 00	Ornamental Horticulture
6	04 02 00 00 00	Apparel and Accessories
7	17 13 00 00 00	Drafting
8	17 14 00 00 00	Industrial Electricity
9	17 10 04 00 00	Masonry
10	17 15 03 00 00	Radio/Television
11	17 29 03 00 00	Meat Cutter
12	17 10 07 00 00	Plumbing and Pipe Fitting

Details (worksheets and notes) for all USOE code areas can be viewed in Appendix E.

It can be concluded that curricula within the above listed OE code areas should be given top priority in vocational curriculum development in Alabama during Fiscal 1979. Future curriculum needs can be determined using the prioritization model.

APPENDIX

APPENDIX A

SURVEY OF NEEDS IN VOCATIONAL CURRICULUM MATERIALS AND SERVICES

Instructions: The following questions will be used to determine priorities for vocational curriculum development in Alabama. Please answer all questions by checking the appropriate choice or supplying the requested information.

o Position: (Check one)

_____ Industrial Arts
_____ Vocational Teacher
_____ Vocational Counselor
_____ Local Vocational Director
_____ Administrator
_____ State Supervisor
_____ Teacher Educator
_____ Other (Please specify)_____

o Service Area: (Check one)

_____ Agribusiness Education
_____ Business & Office Education
_____ Distributive Education
_____ Health Occupations
_____ Consumer Home Economics
_____ Occupational Home Economics
_____ Industrial Arts
_____ Trade & Industrial Education
_____ Vocational Counseling
_____ Other (Please specify)_____

o Specific Teaching Area: (Examples: Horticulture in Agribusiness; Auto Body in Trade & Industrial)

_____

o Employment Situation: (Check one)

_____ Secondary
_____ Postsecondary
_____ Adult
_____ Manpower
_____ Other (Please specify)_____

o Your Vocational Teaching Experience: _____ years

o Other Related Work Experience: _____ years

o Type of school at which your program is located:

_____ Junior High School
_____ Comprehensive High School
_____ Area Vocational School
_____ Junior College
_____ Technical College
_____ College or University
_____ Manpower Training Center
_____ Other (Please specify)_____

I. If there are specific occupational job titles in your teaching area for which there are no, or only limited, curricular materials, please list. (Example: In Health Occupations: Dental Assistant materials may be needed). Also, please list them according to the priority you would place on their development.

_____

_____

_____

II.

In what specific topic areas do you most need curriculum (instructional materials)? (Please list)	Check Type or Types				
	Teacher Guides	Student Materials: Study Guides, work Books, etc.	Audio-Visual Materials	Supplementary Reading	Other (Please Specify)
EXAMPLE: (in Auto Mechanics) Solid State Ignition	X	X	X	X	Working models

(Please use reverse side if needed)

III. What information do you need in planning your program and designing your curriculum (course of study)? (Check any applicable)

_____ Technical subject matter materials
_____ Lists of available references
_____ Lists or training aids (audio-visuals)
_____ Employment statistics (manpower data--demand, supply)
_____ Occupational analysis of a specific area
_____ Curriculum planning model or procedure
_____ Materials on working with disadvantaged/handicapped students
_____ Competency-based curriculum guides (Examples: VTECS, IDECC publications)
_____ Aids in avoiding sex bias/sex role stereotyping
_____ Materials or techniques on attitude development
_____ Materials or techniques related to selecting, obtaining, maintaining, and progressing in employment.
_____ Other (Please specify) _____

IV. What curriculum services would you like to see provided? (Check any appropriate)

_____ Help in establishing and maintaining advisory or craft committees
_____ In-house inservice workshop
_____ Industry sponsored out of school inservice workshop
_____ Supervisory visit(s) to help install curriculum materials
_____ College credit course(s)
_____ Listing of available references, audio-visuals or other materials
_____ Assistance in developing pilot or experimental programs
_____ Assistance in curriculum evaluation
_____ Other (Please specify) _____

THANK YOU FOR YOUR VALUABLE ASSISTANCE!! (Please return this form to the registration area.)

APPENDIX B

Office of Education Codes
Identified in the Alabama Survey of Vocational Curriculum Needs

CODE	OCCUPATION	N	%
10300.	Agricultural Mechanics	18	
10500.	Ornamental Horticulture	28	1.8
10700.	Forestry	1	0.1
19901.	Other Agricultural Education	3	0.2
40600.	Food Distribution	1	0.1
70302.	Practical Vocational (Nurses)	40	2.6
79913.	Other Health Occupations	6	0.4
90201.	Care & Guidance of Children	17	1.1
90202.	Clothing, Mgt., Production & Service	24	1.6
90203.	Food Management, Production & Service	4	0.3
99900.	Other Home Economics	7	0.5
100000.	Related Studies (Communications, Tech. Wrtg., ABE)	47	3.1
140100.	Accounting & Computing	11	0.7
140201.	Computer Console, and Equipment Operation	7	0.5
140202.	Key Punch and Coding Equipment	2	0.1
140204	Systems Analysts	5	0.3
140300.	Filing, Office Mach., and General Clerical	1	0.1
140700.	Stenographic, Secretarial and Related	7	0.5
140900.	Typing and Related	1	0.1
149999.	Other Business and Office	2	0.1
610107.	Electrical Technology	1	0.1
160108.	Electronic Technology	7	0.5
170000.	Other (T & I Coordinator & Teacher)	22	1.4
170100.	Air Conditioning	24	1.6
170200.	Appliance Repair	5	0.3
170201.	Data Processing	2	0.1
170301.	Automotive Body and Fender	25	1.6
170302.	Automotive Mechanics	63	4.1
170401.	Aircraft Maintenance	11	0.7
171001.	Carpentry	19	1.2

171002.	Electricity	10	0.7
171003.	Heavy Equipment Operation	7	0.5
171004.	Masonry	16	1.0
171007.	Plumbing & Pipe Fitting	4	0.3
171100.	Custodial Service	1	0.1
171200.	Diesel Mechanic	6	0.4
171300.	Drafting Occupations	22	1.4
171400	Industrial Electricity	17	1.1
171500.	Electronics Occupations	26	1.7
171503.	Radio/Television	24	1.6
171900	Graphic Arts Occupations	14	0.9
172101.	Optician	2	0.1
172102.	Watchmaking and Repair	1	0.1
172302.	Machine Shop	17	1.1
172303.	Machine Tool Operation	1	0.1
172305.	Sheet Metal	5	0.3
172306.	Welding and Cutting	37	2.4
172307.	Tool and Die Making	1	0.1
172601.	Barbering	7	0.5
172602.	Cosmetology	31	2.0
172902	Cook/Chef	4	0.3
172903.	Meat Cutter	1	0.1
173000.	Refrigeration	10	0.7
173100.	Small Engine Repair	17	1.1
173300.	Textile Production & Fabrication	2	0.1
173402.	Shoe Repair	1	0.1
173500.	Upholstering	11	0.7
173601	Milwork & Cabinet Making	6	0.4
179902.	Pattern Making	1	0.1
179903.	Other Mechanics & Repairs	4	0.3
	Not indicated	814	53.6
TOTAL		1531	100.0

APPENDIX C

Specific Topic Areas Most Needing Curriculum Materials As Indicated By Alabama Vocational Education Personnel

Topic Area	Number of Responses by Priority of Need					
	NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
1. Welding blueprint	1					1
2. Welding math	1					1
3. Arc welding	2	1				3
4. Oxy/Acetylene welding			2			2
5. MIG welding	2	2				4
6. TIG welding	3	2				5
7. Wire welding	1					1
8. Welding	9			1		10
9. Pipe welding	2					2
10. Tool & die welding		1				1
11. Plastic welding	11		1			12
12. Oxy/Acetylene cutting					1	1
13. Shielded welding				1		1
14. Diesel fuel system	4	2				6
15. Solid state ignitions	18	1	1			20
16. Auto mechanics	11	2	1			14
17. Injection pumps	2					2

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
18.	Ignition	1					1
19.	Carburation	1	2	1	1		5
20.	Oversizing			2			2
21.	Outboard motors	1					1
22.	Airconditioning	4	1				5
23.	Transmissions		1		1		2
24.	Hydraulics	4	4				8
25.	Power shift transmissions			1			1
26.	Electrical systems	4	3	1	1		9
27.	Auto transmission	2	6				8
28.	Suspension and steering	4	3	2			9
29.	Engine rebuilding	2		1			3
30.	Semi-conductors	1	1				2
31.	Heavy equipment	1					1
32.	Exhaust systems	1					1
33.	New products	1					1
34.	Emission controll		2				3
35.	Safety equipment			1			1
36.	Brake repair			1			1
37.	Tune Up	1			1		2
38.	Auto diesel		1				1
39.	Small engine repair	8				1	9
40.	Diesel mechanic	1	1	1			3

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
41.	Solid State physics	2					2
42.	Microprocessors	6	2				8
43.	Electronic instrumentation	1					1
44.	Numerical controls		1				1
45.	Telecommunications	1					1
46.	Digital electronics	5	1	1			7
47.	Mini computer		1				1
48.	Two way communication	1		1	1		3
49.	Microwave communication		1				1
50.	Antennas and transmission lines	1	1				2
51.	Related English	1	2	1	1		5
52.	Remedial math	1					1
53.	Employability skills	2					2
54.	General chemistry		1				1
55.	technical writing			1			1
56.	Basic electricity	2					2
57.	Air conditioning	8	1	1			10
58.	Solid state controls	4	1	1			6
59.	Major appliance repair	3	1	1			5
60.	Auto-pilots	1					1

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
61.	Radar		1				1
62.	Solid state TV	3					3
63.	Electronic technical	1					1
64.	Basic electronics	7		1			8
65.	Advanced electronics		1				1
66.	Computer control	1			1		2
67.	Radio and TV	4					4
68.	Electronic troubleshooting	1					1
69.	Video-tape recorder service		1				1
70.	Stereo servicing	1	1				2
71.	Transistors	1					1
72.	Integrated circuits	1	1	1			3
73.	Supervision	1					1
74.	Semi-conductors	1					1
75.	Synthesizers			1			1
76.	Calculators		1				1
77.	Linestarters	1					1
78.	Control stations	1	1				2
79.	Transformers			1			1
80.	Training aids				1		1
81.	Solid state motor controls	8	4		1		13
82.	Basic industrial electronics	6	1	1	1	1	10

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
83.	Electric motor controls	2	1	1			4
84.	Service entrance	1					1
85.	Solar heat pump	3	3				6
86.	Gas heating	1					1
87.	Absorbtion	1					1
88.	Refrigeration	4	1	1			6
89.	Electronic controls		1				1
90.	Electric heating	2					2
91.	Heat pump	1			1		2
92.	Basic masonry	7					7
93.	Basic barbering	4					4
94.	Hair styling	1					1
95.	Basic cosmotology	15					15
96.	Chemistry of cosmotology	1					1
97.	Basic carpentry	11	3	1			15
98.	Framing	2	1				3
99.	Cabinet making	3					3
100.	Power tools	1			1		2
101.	Standards and dimensions	1					1
102.	Transit and level	1					1
103.	Precision grindings	2					2

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
104.	Vertical milling		1				1
105.	Power hack saw	1					1
106.	Lathe		1				1
107.	Numerical control	2					2
108.	Math, Basic	1					1
109.	Blueprint		1				1
110.	Machine shop	2					2
111.	Math,Industrial	2					2
112.	Pipe fitting				1		1
113.	Strength of materials		1				1
114.	Drafting	4	2				6
115.	Architectural drafting	3			1		4
116.	Basics of drafting	2					2
117.	Industrial piping		1				1
118.	Residential electricity			1			1
119.	Structures				1		1
120.	Basic auto body	8	2	1			11
121	Auto Painting	3					3
122.	Body alignment	1		1			2
123.	Repair/Replacement of sheet metal	1	1				2
124.	House building	1					1

	Topic Area	Number of Responses by Priority of Need					
		NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
125.	Fiberglass	1					1
126.	Shoe repair	1					1
127.	Shoe therapy		1				1
128.	Textile technology	1					1
129.	Alterations	2		1			3
130.	Production sewing	3					3
131.	Power machines	1	1				2
132.	Child care	1					1
133.	Seafood industry	1					1
134.	Photography		1				1
135.	Grocery store operation			1			1
136.	Warehouse mgt.	1					1
137.	Egg production	1					1
138.	Auto upholstery		1	1			2
139.	Upholstery	5					5
140.	Furniture refinishing	1					1
141.	Photocopy	1	2				3
142.	Graphic arts	2	1	1	1		5
143.	Composition	2					2
144.	Press operation	4					4
145.	Binding			2			2
146.	Commercial art	1					1

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
147.	Plate making				1		1
148.	Gripping					1	1
149.	Plumbing and pipefitting	4					4
150.	Plumbing	2	1				3
151.	Plumbing safety				1		1
152.	Office machine repair	1					1
153.	IBM typewriters		1				1
154.	Aircraft welding	1	1				2
155.	Aircraft fabrics and dope		1		1		2
156.	Aircraft metal	1		1			2
157.	Aircraft electronics and hydraulics				1		1
158.	Aircraft engines	1				1	2
159.	Aircraft pressurization	1					1
160.	Aircraft air conditioning		2				2
161.	Aircraft systems				1		1
162.	Aircraft woodwork			1			1
163.	Aviation maintenance	1					1
164.	Helicopter maintenance	1					1
165.	Solid state watch repair	1					1

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
166.	Commercial foods	1	1	1			3
167.	Standardization of recipes	1					1
168.	Nutrition	1					1
169.	Data entry	1					1
170.	COBOL		2				2
171.	Distributed processing	1					1
172.	Data base management		1				1
173.	OCL & JCL	1		1			2
174.	Program logic	1	1				2
175.	Safety	2					2
176.	Manufacturing			1			1
177.	Basic hand tools		1				1
178.	Building maintenance (custodial)	1					1
179.	Operating systems (general)	1					1
180.	Micro processors		1				1
181.	RPG # programming	2					2
182.	Fortran	1					1
183.	Keypunch	1					1
184.	Computer data processing	1					1
185.	Data processing	1	1				2
186.	Computer programming	2	1				3

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
187.	Banking	1					1
188.	Payroll		1				1
189.	Income tax	2		1			3
190.	Accounting	5	1				6
191.	Business education	14	3				17
192.	Shorthand	8	2	1			11
193.	Office procedures	6	3		1		10
194.	Typing	1	3	4	1		9
195.	Word processing	4		1			5
196.	Library	1					1
197.	Medical terminology	1					1
198.	Legal terminology		1				1
199.	Office machines			1			1
200.	Recordkeeping	1			1		2
201.	Reading	1					1
202.	Mathematics	1	1				2
203.	Personality development	5	4	2	1	1	13
204.	Business communication	1					1
205.	D E Materials	1					1
206.	Penmanship	1					1
207.	Child care	18	6	4			28
208.	Clothing production	9	9	3	2		23

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
209.	Commercial sewing	9					9
210.	Child literature and music	1					1
211.	Co-op in H.E.	1					1
212.	Exceptional children/handicapped	3	1				4
213.	Housing	35	11	4	4	2	56
214.	Human development	8	3	3	2		16
215.	Foods - commercial	7	4	1			12
216.	Kindergarten	1					1
217.	HERO/FHA/youth clubs	2	1				3
218.	Draperies	1					1
219.	Consumer H.E. for slow learners	6	2	1	1		10
220.	Art	2	3	3	1		9
221.	Careers in H.E.	8	3	5	1	3	20
222.	Marriage and family living	18	5		1		24
223.	Metrics	2	1				3
224.	Teaching boys/ bachelor living	6	3	3	1		13
225.	Home economics	14	3	1			18
226.	Consumer education	15	5	3	1	2	26
227.	Foods and nutrition	8	5	7	1		31
228.	Child development	6	6	3			15
229.	Needle crafts		1				1

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
230.	Management	3	2	2			7
231.	Fashion design/ modeling	2					2
232.	Human relations			1			1
233.	Hotel/motel operation	1					1
234.	Money management/ economics		2				2
235.	Energy conservation				1		1
236.	Cashier	1					
237.	Fashion merchandis- ing	1					1
238.	D E	1					1
239.	Recreation and tourism	1					1
240.	Advertising	1		1			2
241.	Cash register - electronic		1				1
242.	Business management	1					1
243.	Sales	1					1
244.	Display		1				1
245.	Career goals	1					1
246.	Career orienta- tion/occupations in D E		1				1
247.	Nursing assistant	2					2
248.	Medical lab materials		1				1
249.	Health occupations	4	1				5

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
250.	Nursing	4	1	1			6
251.	Practical nursing	7		1			8
252.	CPR		1			1	2
253.	Pharmacology	5	1	1			7
254.	Mental Health	1	3				4
255.	Medical surgery			3			3
256.	Nursing nutrition/ diet therapy	3	2				5
257.	Cause and prevention of disease		1	1			2
258.	Microbiology		2		1		3
259.	Physical therapy	1					1
260.	Anatomy and physiology	2	1				3
261.	Building construction	10	1				11
262.	Carpentry	3	2	1	1		7
263.	Plumbing	1	2	2			5
264.	Electricity	1	6	1			8
265.	Welding	7	2				9
266.	Farm livestock	6		1			7
267.	Agribusiness shop	1					1
268.	Animal/dairy science	1					1
269.	Crop production	2	2				4
270.	Ag mechanics	5	5	1			11
271.	Ag production		1				1
272.	Agribusiness	10					10
273.	Marketing	1					1

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSES
274.	Horticulture	19	3	1			23
275.	Careers in agriculture	1					1
276.	Special needs agriculture	5	1	1			7
277.	Ag engineering				1		1
278.	Poultry					1	1
279.	Forestry	2	1				3
280.	Livestock judging	1					1
281.	Ag resources	1					1
282.	Farm surveying		1				1
283.	Landscaping	2					2
284.	Exotic plants		1				1
285.	Power tools	1					1
286.	Flower arranging	1					1
287.	Turf Management	1					1
288.	Meat science		1				1
289.	Remedial reading and writing of technical	3	1				4
290.	Sheet metal			1			1
291.	Pre-technical instruction	1					1
292.	Technical geometry	1					1
293.	Applied statistics		1				1
294.	Communicative skills	2					2
295.	Related basic education	2					2

	Topic Area	Number of Responses by Priority of Need NEED 1	NEED 2	NEED 3	NEED 4	NEED 5	TOTAL RESPONSE
296.	General math	5					5
297.	Related English	1	2	1	1		5
298.	Remedial math	1					1
299.	Employability Skills	2					2
300.	General Chemistry		1				1
301.	Technical writing			1			1

APPENDIX D

SUMMARIES OF CURRICULUM INFORMATION AND SERVICES NEEDS BY SERVICE AREA, TYPE AND LEVEL OF SCHOOL AND POSITION OF RESPONDENTS

SUMMARY OF ALABAMA VOCATIONAL CURRICULUM INFORMATION
AND SERVICE NEEDS BY SERVICE AREA

Curriculum Information and Curriculum Services	No. of Respondents in:									
	Agribusiness Education	Business & Office Education	Distributive Education	Health Occupations	Consumer Home Economics	Occupational Home Economics	Industrial Arts	Trade & Industrial Education	Vocational Counseling	Other
Curriculum Information:										
Technical subject matter materials	79	23	7	7	35	10	3	184	0	14
Lists of available references	75	35	9	14	84	33	2	153	1	11
Lists or training aids (audio-visuals)	91	57	11	22	73	36	5	258	1	12
Employment statistics (manpower data--demand, supply)	20	32	3	5	15	10	2	83	5	3
Occupational analysis of a specific area	19	29	4	3	18	7	3	79	3	9
Curriculum planning model or procedure	43	34	4	15	80	31	4	70	0	4
Materials on working with disadvantaged/handicapped students	76	29	5	10	138	52	3	113	0	8
Competency-based curriculum guides (Examples: VTECS, IDECC publications)	29	35	3	9	53	22	2	76	1	5
Aids in avoiding sex bias/sex role stereotyping	8	7	2	7	43	15	2	33	1	1
Materials or techniques on attitude development	37	57	5	16	67	31	3	107	3	7
Materials or techniques related to selecting, obtaining, maintaining, and progressing in employment	35	44	3	6	39	25	2	88	3	9
Other	3	3	1	1	1	0	0	8	0	0
Curriculum Services:										
Help in establishing and maintaining advisory or craft committees	30	26	5	9	43	12	2	103	0	10
In-house inservice workshop	43	39	2	20	53	16	2	143	0	5
Industry sponsored out of school in-service workshop	52	47	1	3	40	21	1	253	3	6
Supervisory visit(s) to help install curriculum materials	18	8	1	5	26	9	1	39	1	2
College credit course(s)	66	25	5	23	59	20	0	107	2	9
Listing of available references, audio-visuals or other materials	64	52	8	12	97	45	5	186	1	10
Assistance in developing pilot or experimental programs	17	11	1	4	18	9	3	57	2	4
Assistance in curriculum evaluation	22	23	5	11	48	19	2	56	1	6
Other	2	1	0	0	1	0	1	5	0	0

SUMMARY OF ALABAMA VOCATIONAL CURRICULUM INFORMATION AND SERVICE NEEDS BY TYPE OF SCHOOL

Curriculum Information and Curriculum Services	No. of Respondents Employed at (Type of School):							
	Junior High School	Comprehensive High School	Area Vocational School	Junior College	Technical College	College or University	Manpower Training Center	Other
Curriculum Information:								
Technical subject matter materials	13	114	67	18	139	2	2	1
Lists of available references	20	115	90	15	114	2	4	4
Lists or training aids (audio-visuals)	23	178	125	19	194	3	6	3
Employment statistics (manpower data--demand, supply)	4	47	54	11	57	0	5	0
Occupational analysis of a specific area	7	45	48	13	55	0	3	0
Curriculum planning model or procedure	17	132	62	6	59	1	1	0
Materials on working with disadvantaged/handicapped students	37	212	110	5	44	0	4	6
Competency-based curriculum guides (Examples: VTECS, IDECC publications)	11	88	59	9	60	3	0	0
Aids in avoiding sex bias/sex role stereotyping	14	52	28	2	24	0	0	0
Materials or techniques on attitude development	21	123	75	11	90	1	7	2
Materials or techniques related to selecting, obtaining, maintaining, and progressing in employment	13	85	64	11	70	1	3	2
Other	1	3	4	2	7	0	0	0
Curriculum Services:								
Help in establishing and maintaining advisory or craft committees	13	76	67	8	63	0	0	2
In-house inservice workshop	14	97	49	15	135	0	1	1
Industry sponsored out of school inservice workshop	10	105	97	17	181	2	3	3
Supervisory visit(s) to help install curriculum materials	11	40	16	4	29	0	3	1
College credit course(s)	17	111	62	14	101	1	2	2
L sting of available references, audio-visuals or other materials	24	178	101	13	136	4	5	2
Assistance in developing pilot or experimental programs	10	37	23	5	46	3	1	1
Assistance in curriculum evaluation	10	72	35	11	54	0	2	2
Other	1	3	1	1	3	0	0	0

SUMMARY OF ALABAMA VOCATIONAL CURRICULUM INFORMATION AND SERVICE NEEDS BY SCHOOL SITUATION

Curriculum Information and Curriculum Services	No. of Respondents at (Level): Secondary	Postsecondary	Adult	Manpower	Other
Curriculum Information:					
Technical subject matter materials	191	140	5	2	1
Lists of available references	266	128	4	2	1
Lists or training aids (audio-visuals)	320	202	7	6	1
Employment statistics (manpower data--demand, supply)	101	67	2	4	0
Occupational analysis of a specific area	95	64	3	3	0
Curriculum planning model or procedure	206	60	5	1	0
Materials on working with disadvantaged/handicapped students	343	52	4	4	2
Competency-based curriculum guides (Examples: VTECS, IDECC publications)	157	67	3	1	2
Aids in avoiding sex bias/sex role stereotyping	85	28	0	0	0
Materials or techniques on attitude development	221	95	8	7	0
Materials or techniques related to selecting, obtaining, maintaining, and progressing in employment	163	76	6	3	1
Other	9	9	0	0	0
Curriculum Services:					
Help in establishing and maintaining advisory or craft committees	149	68	3	1	0
In-house inservice workshop	158	137	6	3	1
Industry sponsored out of school inservice workshop	209	191	5	3	3
Supervisory visit(s) to help install curriculum materials	66	32	2	2	0
College credit course(s)	188	109	6	4	0
Listing of available references, audio-visuals or other materials	301	145	7	4	1
Assistance in developing pilot or experimental programs	69	48	4	1	0
Assistance in currriculum evaluation	123	61	2	1	1
Other	7	3	0	0	0

SUMMARY OF ALABAMA VOCATIONAL CURRICULUM INFORMATION
AND SERVICE NEEDS BY POSITION

Curriculum Information and Curriculum Services	No. of Respondents in (Position):							
	Industrial Arts Instructor	Vocational Teacher	Vocational Counselor	Local Vocational Director	Administrator	Teacher Educator	State Supervisor	Other
Curriculum Information:								
Technical subject matter materials	3	329	0	1	16	0	17	4
Lists of available references	3	374	1	1	6	1	25	4
Lists or training aids (audio-visuals)	7	511	1	2	9	1	34	5
Employment statistics (manpower data--demand, supply)	4	151	4	0	10	1	9	4
Occupational analysis of a specific area	4	149	1	0	8	1	7	5
Curriculum planning model or procedure	4	257	0	0	8	0	14	3
Materials on working with disadvantaged/handicapped students	5	391	0	1	4	0	23	6
Competency-based curriculum guides (Examples: VTECS, IDECC publications)	3	204	1	1	8	1	15	4
Aids in avoiding sex bias/sex role stereotyping	5	109	0	0	3	0	3	2
Materials or techniques on attitude development	4	293	4	1	7	1	17	11
Materials or techniques related to selecting, obtaining, maintaining, and progressing in employment	3	221	2	0	6	0	14	11
Other	0	14	1	0	0	0	1	1
Curriculum Services:								
Help in establishing and maintaining advisory or craft committees	5	211	1	1	5	0	10	6
In-house inservice workshop	3	284	0	2	13	1	21	5
Industry sponsored out of school inservice workshop	4	384	3	1	11	0	18	6
Supervisory visit(s) to help install curriculum materials	1	95	0	2	4	0	8	0
College credit course(s)	2	277	2	0	8	0	29	5
Listing of available references, audio-visuals or other materials	8	425	2	2	9	1	21	8
Assistance in developing pilot or experimental programs	3	101	2	1	8	1	11	3
Assistance in curriculum evaluation	2	169	1	1	7	1	9	3
Other	1	8	0	0	0	0	0	0

APPENDIX E

WORKSHEETS FOR DETERMING CURRICULUM NEED PRIORITY

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

(continued on next sheet)

Rank	USOE Code	Instructional Program	Raw Score	Comments	Subject Areas Requested by Teachers
1	01 03 00 00 00	Agricultural Mechanics	31		1 Basic Masonry, 7 Building Construction, 2 Carpentry, 2 Electricity, 2 Welding
2	14 07 00 00 00	Stenographic Secretarial and Related	39		1 General Business, 3 Shorthand, 2 Office Procedures, 2 Typing, 1 Word Processing
3	01 01 00 00 00	Agricultural Production	70		1 Semi-conductor
4	14 01 00 00 00	Accounting and Computing	72		1 Program Logic, 1 Fortran, 1 Banking, 2 Payroll, 2 Income Tax
5	17 03 02 00 00	Automotive Mechanics	76		1 Plastic welding, 13 Solid State Ignitions, 7 Auto Mechanics, 2 Carburation, 4 Air Conditioning, 1 Transmission, 5 Electrical Systems, 8 Auto Transmissions, 9 Suspension and Steering, 2 Engine Rebuilding, 1 Semi-conductor, 1 New Products, 3 Emission Control, 1 Safety Equipment 1 Brake Repair, 1 Tune Up, 1 Auto diesel, 1 Exhaust System
6	17 33 00 00 00	Textile Production and Fabrication	83		1 Textile Technology
7	14 03 00 00 00	Filing, Office Machines and General Clerical	89	No Teacher Needs	
8	17 23 06 00 00	Welding and Cutting	95		1 Welding Blueprint, 2 Arc Welding, 1 Oxy/Acetylene Welding, 4 MIG Welding, 5 TIG Welding, 1 Wire Welding, 7 Welding, 2 Pipe Welding, 1 Tool and Die Welding, 1 Plastic Welding, 1 Oxy/Acetylene Cutting, 1 Shielded Welding
9	09 02 03 00 00	Food Management, Production and Services	108		1 HERO/FHA/Youth Clubs
10	07 03 02 00 00	Practical (Vocational) Nurse	118		2 Foods and Nutrition, 2 Nursing Assistant, 1 Medical Lab Materials 2 Health Occupations, 5 Nursing, 8 Practical Nursing, 2 CPR, 5 Pharmacology, 4 Mental Health, 3 Medical Surgery, 5 Nursing Nutrition/ Diet Therapy, 1 Cause and Prevention of Disease, 2 Microbiology, 1 Physical Therapy, 2 Anatomy and Physiology
*11	17 10 01 00 00	Carpentry	130		10 Basic Carpentry, 3 Framing, 1 Cabinet Making, 1 Power Tools, 1 Standards and Dimensions, 1 Transit and Level
12	09 02 01 00 00	Care and Guidance of Children	132		8 Child Care, 1 Child Literature and Music, 1 Exceptional Children/ Handicapped, 1 Housing, 1 Human Development, 1 Foods - Commercial, 1 Kindergarten
13	17 99 00 00 00	Other Trade and Industrial Occupations			1 Drafting, 1 Alterations, 1 Child Care, 1 Seafood Industry, 1 Photography, 1 Grocery Store Operation, 1 Warehouse Management, 1 Egg Production, 1 Plumbing and Pipefitting, 1 Commercial Foods
14	04 07 00 00 00	Food Services	137	No Teacher Needs	
15	04 08 00 00 00	General Merchandise	139	No Job Openings, No Teacher Needs	
16	04 20 00 00 00	Retail Sales	145	No Teacher Needs	
17	09 02 02 00 00	Clothing, Mgt., Production and Services	146		2 Alterations, 3 Production Sewing, 2 Power Machines, 2 Clothing Production, 6 Commercial Sewing, 1 Draperies
18	01 05 00 00 00	Ornamental Horticulture	147		1 Nursing Nutrition/Diet Therapy, 1 Welding, 11 Horticultura, 2 Landscaping, 1 Exotic Plants, 1 Flower Arranging, 1 Turf Management, 1 Meat Science
18	07 03 03 00 00	Nursing Assistant (Aide)	147	No Teacher Needs	
19	17 26 02 00 00	Cosmetology	155		1 Hair Styling, 14 Basic Cosmetology, 1 Chemistry of Cosmetology
20	01 07 00 00 00	Forestry	166	No Teacher Needs	

* Data in State Plan Suspect

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

Rank	USOE Code	Status of Materials: Currently Available	Under Development	2 Years Old	3 Years Old	5 or More Years	None	Priority Rank	Remarks
1	01 03 00 00 00					X			CETA Comprehensive Training Plan and Activities Guide Available
2	14 07 00 00 00					X			See Note 1 , Page 54
3	01 01 00 00 00					X		1	
4	14 01 00 00 00					X		2	See Note 2
5	17 03 02 00 00				X				See Note 3
6	17 33 00 00 00				X				Course outline only-commercial and state data-1975, V-TECS available
7	14 03 00 00 00	X							CETA Comprehensive Training Plan Available
8	17 23 06 00 00	X							See Note 4
9	09 02 03 00 00	X							CETA Comprehensive Training Plan and Activities Guide Available
10	07 03 02 00 00					X		3	
11	17 10 01 00 00			X				4	Under development, V-TECS Available Residential - 1977
12	09 02 01 00 00		X						
13	17 99 00 00 00								Omitted
14	04 07 00 00 00	X							See Note 5
15	04 08 00 00 00		X						
16	04 20 00 00 00		X						
17	09 02 02 00 00		X						See Note 6
18	01 05 00 00 00			X				5	
18	07 03 03 00 00						X		CETA Comprehensive Training Plan Available
19	07 26 02 00 00	X							
20	01 07 00 00 00					X			

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

(continued on next sheet)

Rank	USOE Code	Instructional Program	Raw Score	Comments	Subject Areas Requested by Teachers
21	04 02 00 00 00	Apparel and Accessories	175	No Job Openings, No Teacher Needs	
21	17 11 00 00 00	Custodial Services	175		1 Building Maintenance (Custodial)
22	07 03 01 00 00	Nursing	181	No Teacher Needs	
23	04 06 00 00 00	Food Distribution	184	No Teacher Needs, No Job Openings	
23	17 14 00 00 00	Industrial Electricity	184		1 Digital Electronics, 1 Computer Control, 1 Integrated Circuits, 1 Linestarters, 2 Control Stations, 1 Transformers, 1 Training Aids, 9 Solid State Motor Controls, 6 Basic Industrial Electricity, 4 Electric Motor Controls, 1 Service Entrance
24	17 13 00 00 00	Drafting Occupations	185		2 Math, 1 Pipe Fitting, 1 Strength of Materials, 3 Drafting, 3 Architectural Drafting, 2 Basics of Drafting, 1 Industrial Piping, 1 Residential Electricity, 1 Structures
25	07 09 06 00 00	Community Health Aide	194	No Teacher Needs, No Job Openings	
26	17 23 02 00 00	Machine Shop	206		1 Stereo Servicing, 2 Precision Grindings, 1 Vertical Milling, 1 Power Hack Saw, 1 Lathe, 1 Numerical Control, 1 Math, 1 Blueprint
27	04 03 00 00 00	Automotive Sales	207	No Job Openings, No Teacher Needs	
28	04 15 00 00 00	Personal Services	209	No Teacher Needs	
29	01 99 00 00 00	Other Agricultural Education	210	No Teacher Needs, No Employment Data, No Job Openings	
30	09 02 05 00 00	Institutional and Home Management, Services	211	No Teacher Needs	
31	17 10 04 00 00	Masonry	215		5 Basic Masonry
32	17 12 00 00 00	Diesel Mechanic	216		3 Diesel Fuel System, 1 Solid State Ignitions, 1 Injection Pumps, 2 Hydraulics, 2 Electrical Systems, 2 Diesel Mechanics
33	04 09 00 00 00	Hardware, Building Materials, Agricultural Supplies	218	No Teacher Needs, No Job Openings	
34	04 10 00 00 00	Home Furnishings	223	No Teacher Needs, No Job Openings	
35	04 05 00 00 00	Floristry	224	No Teacher Needs	
36	17 15 03 00 00	Radio/Television	225		3 Digital Electronics, 2 Two Way Communication, 3 Solid State TV, 1 Basic Electronics, 1 Computer Control, 3 Radio and TV, 1 Video-tape Recorder Service, 1 Stereo Servicing, 1 Transistors, 1 Integrated Circuits, 1 Supervision, 1 Solid State Motor Controls, 1 Basic Industrial Electricity
37	03 17 00 00 00	Data Processing and Computer Operation	230	No Employment Data, No Teacher Needs	
38	04 04 00 00 00	Finance and Credit	232	No Teacher Needs	
39	17 10 02 00 00	Electricity	233	No Teacher Needs	
40	01 04 00 00 00	Agricultural Products	243	No Teacher Needs	
41	16 06 02 00 00	Fire and Fire Safety Technology	245	No Teacher Needs	
42	01 02 00 00 00	Agricultural Supplies/Services	252	No Teacher Needs	
43	14 08 00 00 00	Supervisory and Administrative Management	255	No Teacher Needs, No Employment Data	

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

Rank	USOE Code	Status of Materials: Currently Available	Under Development	2 Years Old	3 Years Old	5 or More Years	None	Priority Rank	Remarks
21	04 02 00 00 00				X			6	Incomplete and scanty
21	17 11 00 00 00		X						CETA Comprehensive Training Plan available, also 1974 material
22	07 03 01 00 00		X						
23	04 06 00 00 00	X							
23	17 14 00 00 00				X			8	Under development in some areas. V-TECS in process. CETA Comprehensive Training plan available
24	17 13 00 00 00						X	7	V-TECS in process
25	07 09 06 00 00		X						See Note 7
26	17 23 02 00 00			X					1976 materials available, CETA Comprehensive Training Plan avail.
27	04 03 00 00 00						X		
28	04 15 00 00 00						X		
29	01 99 00 00 00					X			
30	09 02 05 00 00						X		See Note 8
31	17 10 04 00 00				X			9	See Note 9
32	17 12 00 00 00				X				See Note 10
33	04 09 00 00 00			X					See Note 11
34	04 10 00 00 00			X					See Note 12
35	04 05 00 00 00			X					See Note 13
36	17 15 03 00 00				X			10	Performance Based Instruction Guide only. V-TECS available
37	03 17 00 00 00								
38	04 04 00 00 00		X						
39	17 10 02 00 00				X				See Note 14
40	01 04 00 00 00					X			
41	16 06 02 00 00								
42	01 02 00 00 00					X			
43	14 08 00 00 00	X							

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

(continued on next sheet)

Rank	USOE Code	Instructional Program	Raw Score	Comments	Subject Areas Requested by Teachers
44	03 26 02 00 00	Business Organization and Management	261	No Employment Data, No Teacher Needs	
45	17 28 02 00 00	Law Enforcement Training	265		
45	17 29 03 00 00	Meat Cutter	265	No Teacher Needs	
46	17 10 07 00 00	Plumbing and Pipe Fitting	266		2 Plumbing and Pipefitting, 2 Plumbing, 1 Plumbing Safety
46	16 06 99 08 00	Industrial Maintenance Technology	266	No Teacher Needs, No Employment Data	
47	17 29 02 00 00	Cook/Chef	267	No Teacher Needs	
48	14 99 99 00 00	Basic Business and Office	271		
49	03 08 00 00 00	Business Finance	273		
49	14 05 00 00 00	Material Support, Storing and Recording	273		
49	17 19 00 00 00	Graphic Arts Occupations	273		
50	04 16 00 00 00	Petroleum	276		
50	04 17 00 00 00	Real Estate	276		
51	01 06 00 00 00	Agricultural Resources	277		
51	03 08 00 00 00	Business Finance	277		
52	07 02 03 00 00	Medical Laboratory Assisting	278		
53	09 02 04 00 00	Home Furnishings, Equipment and Services	279		
54	07 01 01 00 00	Dental Assisting	281		
55	16 06 05 00 00	Police Science Technology	286		
56	04 13 00 00 00	Insurance	287		
56	14 04 00 00 00	Information Communication	287		
57	07 05 01 00 00	Radiologic	290		
58	16 01 11 00 00	Industrial Technology	291		
59	04 11 00 00 00	Hotel and Lodging	293		
59	07 09 07 00 00	Inhalation Therapy	293		
60	17 10 99 00 00	Other Construction and Maintenance Trade	297		
60	16 01 11 00 00	Industrial Technology	300		
61	17 10 03 02 00	Heavy Equipment Operation	301		
62	17 23 05 00 00	Sheet Metal	302		

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

Rank	USOE Code	Status of Materials: Currently Available	Under Development	2 Years Old	3 Years Old	5 or More Years	None	Priority Rank	Remarks
44	03 26 02 00 00								
45	17 28 02 00 00								Coop Study Guide
45	17 29 03 00 00				X			11	See Note 15
46	17 10 07 00 00			X				12	V-TECS available 1976 materials available
46	16 06 99 08 00								
47	17 29 02 00 00				X				See Note 16
48	14 99 99 00 00								
49	03 08 00 00 00								
49	14 05 00 00 00								
49	17 19 00 00 00								
50	04 16 00 00 00								
50	04 17 00 00 00								
51	01 06 00 00 00								
51	03 08 00 00 00								
52	07 02 03 00 00								
53	09 02 04 00 00								
54	07 01 01 00 00								
55	16 06 05 -0 00								
56	04 13 00 00 00								
56	14 04 00 00 00								
57	07 05 01 00 00								
58	16 01 11 00 00								
59	04 11 00 00 00								
59	07 09 09 00 00								
60	17 10 99 00 00								
60	16 01 11 00 00								
61	17 10 03 02 00								
62	17 23 05 00 00								

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

(continued on next sheet)

Rank	USOE Code	Instructional Program	Raw Score	Comments	Subject Areas Requested by Teachers
63	16 01 08 00 00	Electronic Technology	303		
64	04 01 00 00 00	Advertising Services	306		
65	07 08 00 00 00	Mental Health Technology	309		
66	07 99 13 00 00	Other Health Occupations	312		
66	09 99 00 00 00	Other Home Economics	312		
66	03 10 00 00 00	Business Machines	312		
67	14 02 03 00 00	Computer Programmer	314		
68	17 02 00 00 00	Appliance Repair	317		
68	17 35 00 00 00	Upholstering	317		
69	16 06 99 10 00	Criminal Justice	321		
70	03 26 01 00 00	Business Principles	324		
70	17 36 00 00 00	Woodworking	324		
71	04 12 00 00 00	Industrial Marketing	325		
72	04 18 00 00 00	Recreation and Tourism	329		
73	16 01 04 00 00	Automotive Technology	330		
73	04 31 00 00 00	Other Wholesale Trade	330		
74	07 09 03 00 00	Inhalation Therapy	331		
75	16 06 99 11 00	Criminal Justice	333		
76	14 99 01 00 00	Medical Secretary	334		
76	16 01 07 00 00	Electrical Technology	334		
77	14 02 01 00 00	Computer and Console Operation	335		
78	16 06 99 09 00	Mining Technology	338		
79	03 27 00 00 00	Marketing	340		
80	08 99 00 00 00	Other Health and Safety	342		
80	17 31 00 00 00	Small Engine Repair	342		
81	17 10 03 01 00	Heavy Equipment Maintenance	344		
82	07 04 01 00 00	Occupational Therapy	345		
82	07 04 02 00 00	Physical Therapy	345		
82	08 02 10 00 00	Vocational and Occupational Safety	345		

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

Rank	USOE Code	Status of Materials: Currently Available	Under Development	2 Years Old	3 Years Old	5 or More Years	None	Priority Rank	Remarks
63	16 01 08 00 00								
64	04 01 00 00 00								
65	08 00 00 00								
66	07 99 13 00 00								
66	09 99 00 00 00								
66	03 10 00 00 00								
67	14 02 03 00 00								
68	17 02 00 00 00								
68	17 35 00 00 00								
69	16 06 99 10 00								
70	03 26 01 00 00								
70	17 36 00 00 00								
71	04 12 00 00 00								
72	04 18 00 00 00								
73	16 01 04 00 00								
73	04 31 00 00 00								
74	07 09 03 00 00								
75	16 06 99 11 00								
76	14 99 01 00 00								
76	16 01 07 00 00								
77	14 02 01 00 00								
78	16 06 99 09 00								
79	03 27 00 00 00								
80	08 99 00 00 00								
80	17 31 00 00 00								
81	17 10 03 01 00								
82	07 04 01 00 00								
82	07 04 02 00 00								
82	08 02 10 00 00								

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

(continued on next sheet)

Rank	USOE Code	Instructional Program	Raw Score	Comments	Subject Areas Requested by Teachers
83	08 99 01 00 00	Geriatrics	347		
83	08 02 03 00 00	Fire Safety	347		
84	16 02 00 00 00	Agricultural Related Technology	348		
85	07 09 09 00 00	Mortuary Science	349		
86	14 02 02 01 00	Teacher Aide	350		
86	14 02 02 01 00	Key Punch and Coding Equipment	350		
86	17 17 00 00 00	Foremanship, Supervision and Management Development	350		
87	14 06 00 00 00	Personnel, Training and Related	353		
87	16 06 99 04 00	Radio and TV Broadcasting	353		
88	16 06 99 02 00	Library Technology	354		
88	1[illegible] 04 00 00 00	Aviation Occupations	354		
89	07 99 02 00 00	Medical Record Technician	356		
90	07 09 04 00 00	Medical Assistant	359		
91	16 01 05 00 00	Chemical Technology	363		
92	03 01 00 00 00	Accounting	365		
92	03 02 00 00 00	Advertising and Sales Promotions	365		
93	16 01 01 00 00	Aeronautical Technology	369		
94	14 02 04 00 00	Systems Analysts	371		
95	14 99 02 00 00	Legal Secretary	372		
96	17 06 00 00 00	Business Machine Maintenance	373		
97	16 06 99 01 00	Social Worker	375		
98	07 09 01 00 00	Electroencephalograph Technician	376		
98	07 99 01 00 00	Biomedical Equipment Technician	376		
99	16 01 03 00 00	Architectural Technology	378		
100	16 06 99 06 00	Urban Planning and Development	379		
100	07 99 04 00 00	Surgeon Assistant	379		
101	07 01 02 00 00	Dental Hygiene	380		
102	14 99 03 00 00	Court Recorder	381		
102	16 06 99 05 00	Transportation and Traffic	381		

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

Rank	USOE Code	Status of Materials: Currently Available	Under Development	2 Years Old	3 Years Old	5 or More Years	None	Priority Rank	Remarks
83	08 99 01 00 00								
83	08 02 03 00 00								
84	16 02 00 00 00								
85	07 09 09 00 00								
86	14 02 02 01 00								
86	14 02 02 01 00								
86	17 17 00 00 00								
87	14 06 00 00 00								
87	16 06 99 04 00								
88	16 06 99 02 00								
88	17 04 00 00 00								
89	07 99 02 00 00								
90	07 09 04 00 00								
91	16 01 05 00 00								
92	03 01 00 00 00								
92	03 02 00 00 00								
93	16 01 01 00 00								
94	14 02 04 00 00								
95	14 99 02 00 00								
96	17 06 00 00 00								
97	16 06 99 01 00								
98	07 09 01 00 00								
98	07 99 01 00 00								
99	16 01 03 00 00								
100	16 06 99 06 00								
100	07 99 04 00 00								
101	07 01 02 00 00								
102	14 99 03 00 00								
102	16 06 99 05 00								

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

(continued on next sheet)

Rank	USOE Code	Instructional Program	Raw Score	Comments	Subject Areas Requested by Teachers
103	07 06 03 00 00	Optometric Assistant	383		
104	07 01 03 00 00	Dental Laboratory Technology	384		
105	07 05 03 00 00	Nuclear Medicine	389		
106	17 30 00 00 00	Refrigeration	391		
107	07 99 05 00 00	Speech Therapy	397		
108	07 06 99 00 00	Optical Laboratory Technician	399		
108	07 07 00 00 00	Environmental Health	399		
108	07 07 03 00 00	Sanitarian	399		
108	07 09 10 00 00	Orthopedic Assisting	399		
108	07 99 06 00 00	Clinical Nutr.	399		
108	07 99 07 00 00	Dietetic Tech.	399		
108	07 99 08 00 00	Hospital Adm.	399		
108	07 99 09 00 00	Medical Tech.	399		
108	07 99 10 00 00	Anesthesist	399		
108	07 99 11 00 00	Pathologist Asst	399		
108	07 99 12 00 00	Physicians Asst.	399		
109	17 10 05 00 00	Painting and Decorating	404		
110	17 07 00 00 00	Comercial Art Occupations	413		
111	17 34 02 00 00	Shoe Repair	415		
112	17 23 07 00 00	Tool and Die Making	422		
113	17 10 06 00 00	Plastering	425		
114	17 01 04 00 00	Air Conditioning	429		
115	17 04 00 00 00	Aviation Occupations	434		
115	17 09 00 00 00	Commerical Photography Occupations	434		
116	17 21 02 00 00	Watchmaking and Repair	435		
117	17 01 03 00 00	Air Conditioning	442		
118	17 29 04 00 00	Waiter/Waitress	443		
119	17 03 99 00 00	Other Automotive Service	455		
119	17 23 03 00 00	Machine Tool Operation	455		
120	17 23 01 00 00	Foundry	466		
121	17 28 01 00 00	Fireman Training	476		

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

Rank	USOE Code	Status of Materials: Currently Available	Under Development	2 Years Old	3 Years Old	5 or More Years	None	Priority Rank	Remarks
103	07 06 03 00 00								
104	07 01 03 00 00								
105	07 05 03 00 00								
106	17 30 00 00 00								
107	07 99 05 00 00								
108	07 06 99 00 00								
108	07 07 00 00 00								
108	07 07 03 00 00								
108	07 09 10 00 00								
108	07 99 06 00 00								
108	07 99 07 00 00								
108	07 99 08 00 00								
108	07 99 09 00 00								
108	07 99 10 00 00								
108	07 99 11 00 00								
108	07 99 12 00 00								
109	17 10 05 00 00								
110	17 07 00 00 00								
111	17 34 02 00 00								
112	17 23 07 00 00								
113	17 10 06 00 00								
114	17 01 04 00 00								
115	17 04 00 00 00								
115	17 09 00 00 00								
116	17 21 02 00 00								
117	17 01 03 00 00								
118	17 29 04 00 00								
119	17 03 99 00 00								
119	17 23 03 00 00								
120	17 23 01 00 00								
121	17 28 01 00 00								

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

(continued on next sheet)

Rank	USOE Code	Instructional Program	Raw Score	Comments	Subject Areas Requested by Teachers
122	17 28 00 00 00	Commercial Fishery Occupations	479		
123	17 21 01 00 00	Optician	481		
124	17 22 00 00 00	Maritime Occupations	488		
125	17 29 01 00 00	Baker	492		
126	17 24 00 00 00	Metallurgy	494		
127	17 32 00 00 00	Stationary Energy Sources Occupations	499		

WORKSHEET FOR DETERMINING CURRICULUM NEED PRIORITY

Rank	USOE Code	Status of Materials: Currently Available	Under Development	2 Years Old	3 Years Old	5 or More Years	None	Priority Rank	Remarks
122	17 28 00 00 00								
123	17 21 01 00 00								
124	17 22 00 00 00								
125	17 29 01 00 00								
126	17 24 00 00 00								
127	17 32 00 00 00								

Notes

1. New materials due 1979 (Text Book Adoption) CETA Comprehensive Training Plan available.

2. New materials, with the exception of Banking and Income Tax, due in 1979.

3. Only some units under development. Performance Based Instruction guides are available - lesson plans being worked on. V-TECS available. CETA Comprehensive Training Plan and Activity Guide available.

4. No unit on plastic welding available. CETA Comprehensive Training Plan available.

5. Generally little available in fast foods area.

6. Task cataloging completed and ready to move into curriculum development stage.

7. Health Care Worker; V-TECS available. Post-secondary has project to do Home Health Aide. CETA - Comprehensive Training Plan materials available.

8. No programs in area presently addressing this problem.

9. Under development in some areas, V-TECS available

10. Under development in some areas. 1974 material available V-TECS in process, CETA Comprehensive Training Plan and Activities Guide available.

11. Current materials available from Texas.

12. Current materials available from Texas.

13. Current materials available from Texas.

14. Under development in some areas.

15. 1975 materials available. CETA in development stage.

16. Coop study guide available, CETA Comprehensive Training Plan and Activities Guide available.